

SEL in WI: The Foundation of Successful Learning



Agenda



- SEL in Wisconsin
- Committee for Children history
- What and Why of SEL
- Second Step for Early Learning–Grade 8
- Resources
- Q&A



Presenter



Yvette Braddock
Education Partnerships Manager
Central



SEL in Wisconsin



Search



School Mental Health

School Mental Health Framework

Social-Emotional Learning

SEL Conference and Training Opportunities

Character Education

Out-of-School Time Afterschool Programs

SEL Alignment Tools

Online Safety & Social and Emotional Learning

Build Your SEL Expertise

For Parents and Families

Mental/Behavioral Health Screening

Suicide Prevention

Trauma Sensitive Schools

SCHOOL MENTAL HEALTH / SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning

The Wisconsin PK-Adult Social and Emotional Learning Competencies are Available!



Social and Emotional Learning Competencies

This guide is designed to provide educators and out-of-school-time youth service professionals with the essentials for implementing a comprehensive approach to SEL. Find the [Social and Emotional Learning Competencies here](#). Find the [Spanish translation of the Social and Emotional Learning Competencies here](#).

[Introduction to Wisconsin Social and Emotional Learning Competencies](#) (YouTube video)

[Introduction to Wisconsin Social and Emotional Learning Competencies](#)

[Minnesota Great Lakes Equity Center SEL Implementation Guidance](#)

Who We Are



Our Mission

To foster the safety and well-being of children through social-emotional learning and development

Our Advocacy

Committee for Children advocates at both the state and federal level for policies and laws that support social-emotional learning in schools, prevent bullying, and protect children.

40 Years of Impact



14,000,000+
CHILDREN



70+
COUNTRIES

50
STATES



What We Do



Not Just Better Students,
Better People



Get your mind
ready.

Our History

Talking About Touching



Second Step Program



Steps to Respect



K-5 Second Step Suite

- Social-Emotional Learning
- Bullying Prevention
- Child Protection

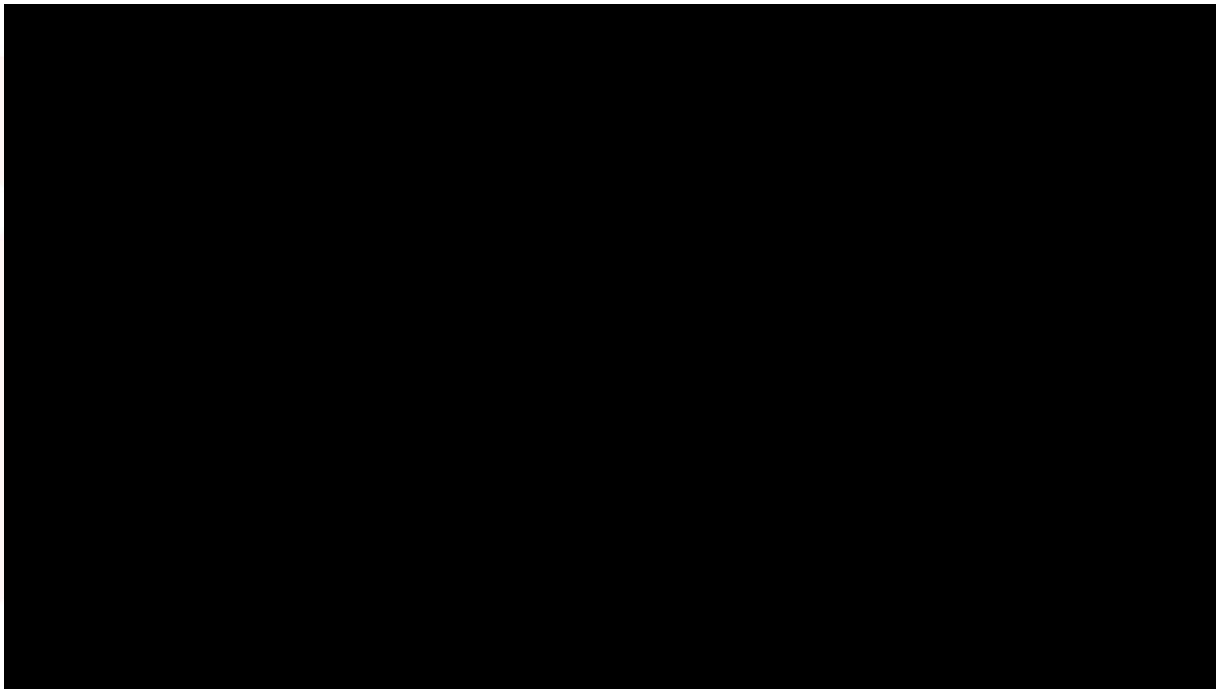


1981

Now

Why Teach SEL?

What is SEL?



Leading the Way



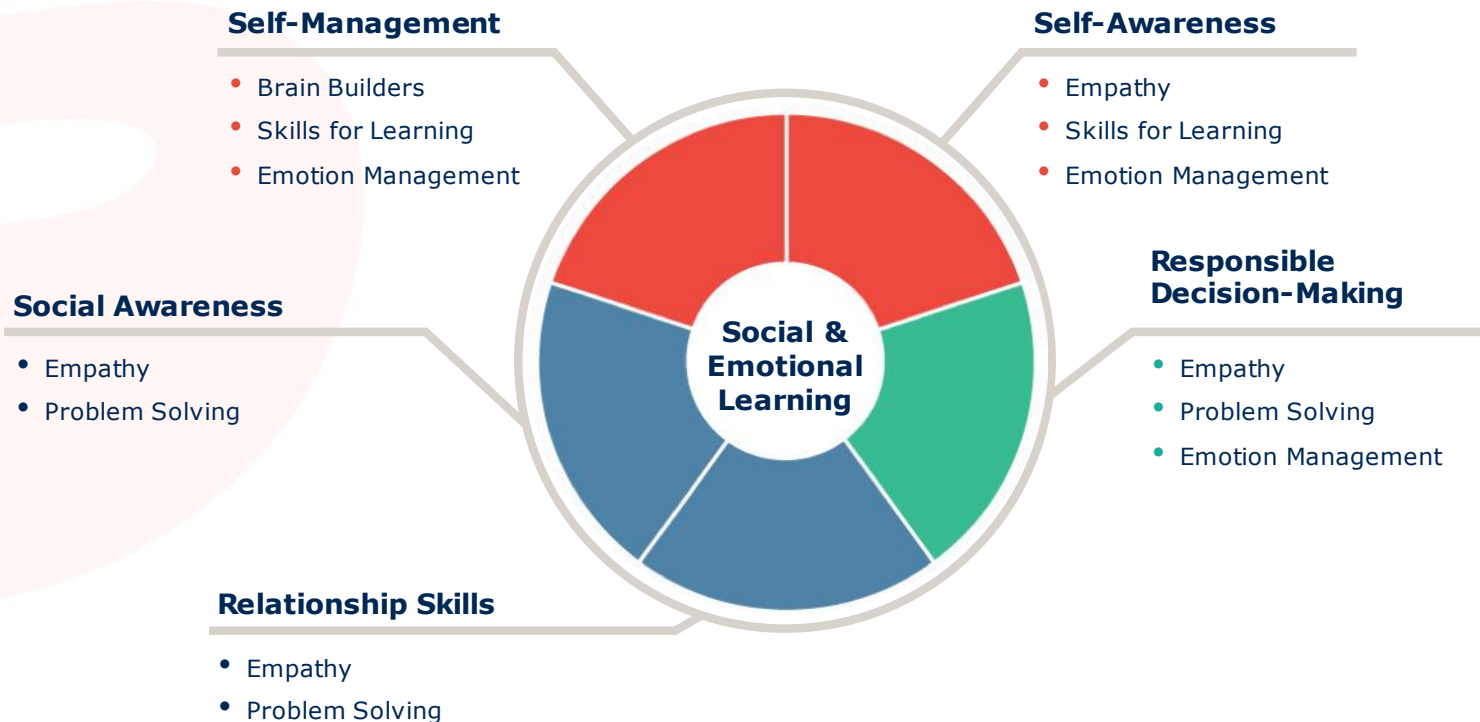
CASEL is the Collaborative for Academic, Social, and Emotional Learning, a nonprofit organization dedicated to

- Advancing the science of SEL
- Expanding effective practices
- Improving policies

www.casel.org



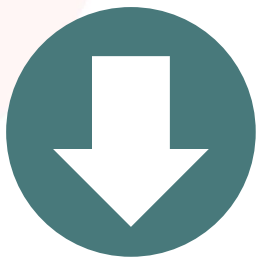
Second Step & CASEL Competencies



Research Links SEL to Higher Student Success



- 23% gain in social-emotional skills
 - 9% gain in attitudes about self/others/school
 - 9% gain in prosocial behavior
 - **11% gain in academic achievement**
-

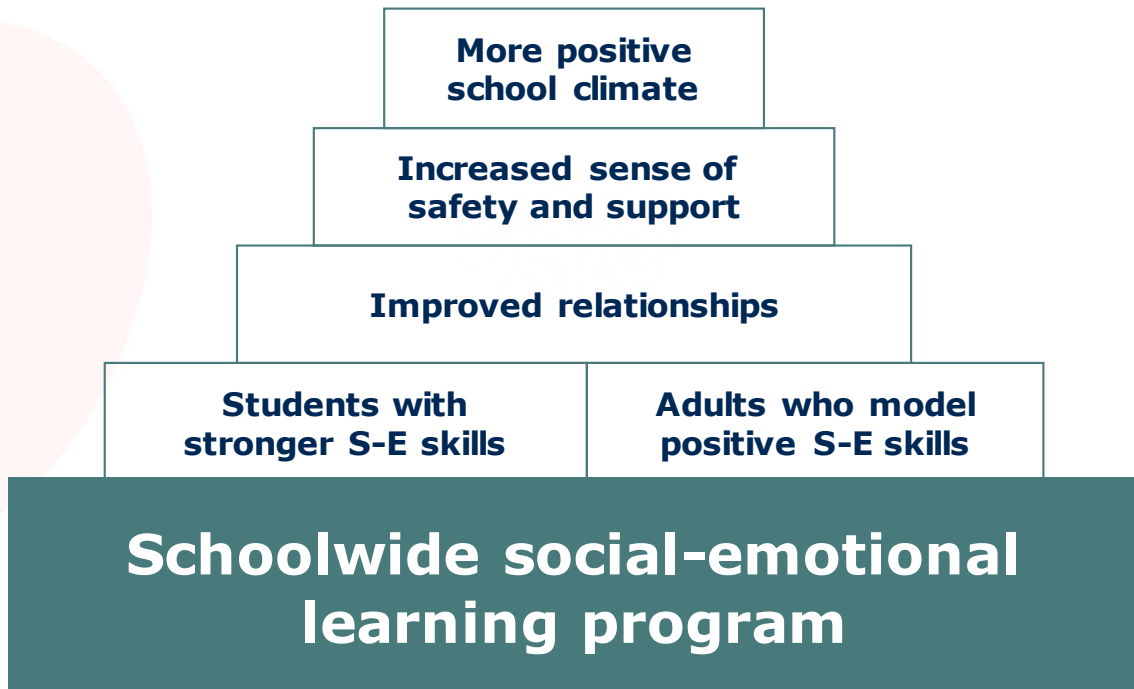


... and Lower Risks for Failure

- 9% difference in problem behavior
- 10% difference in emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. 2011.
"The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions." *Child Development*, 82: 405-432.

SEL: A Critical Building Block



What is Second Step?

A Universal, Classroom-Based Program Designed to:



PROMOTE

Social-emotional
competence and
self-regulation



DECREASE

Problem behaviors



INCREASE

Students' school
success

Second Step Early Learning–Grade 8



	Early Learning PreK	Elementary K–5	Middle School 6–8
Social-Emotional Learning	✓	✓	✓
Bullying Prevention		✓	
Child Protection	✓	✓	

EL-5 Classroom Kits



- Posters
- Lesson cards
- Puppets (EL–Grade 1)
- Teaching materials binder
- Unit cards
- Song CDs
- DVDs
- Online resources

EL-Gr 5 Program Skills and Topics



Social Emotional Learning:

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

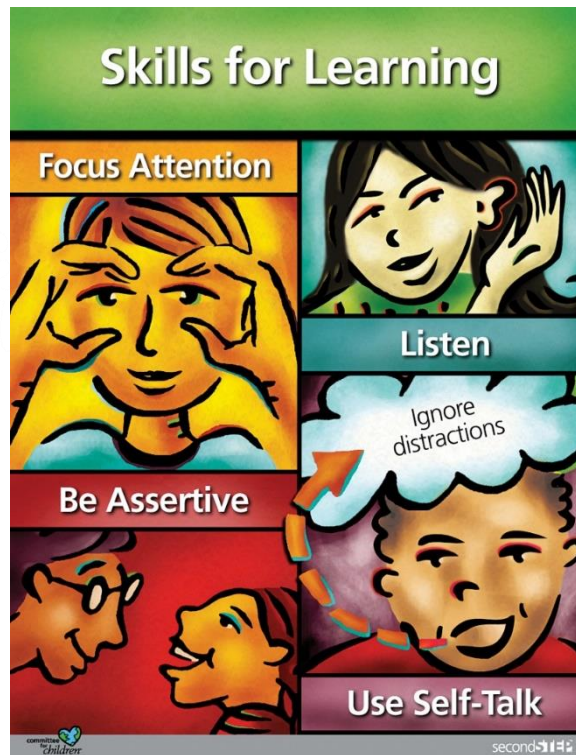
Additional Units:

- Bullying Prevention
- Child Protection



Skills for Learning

- Listening
- Focusing attention
- Using self-talk
- Being assertive





Brain Builder Games



Brain Builders are short games with rules.

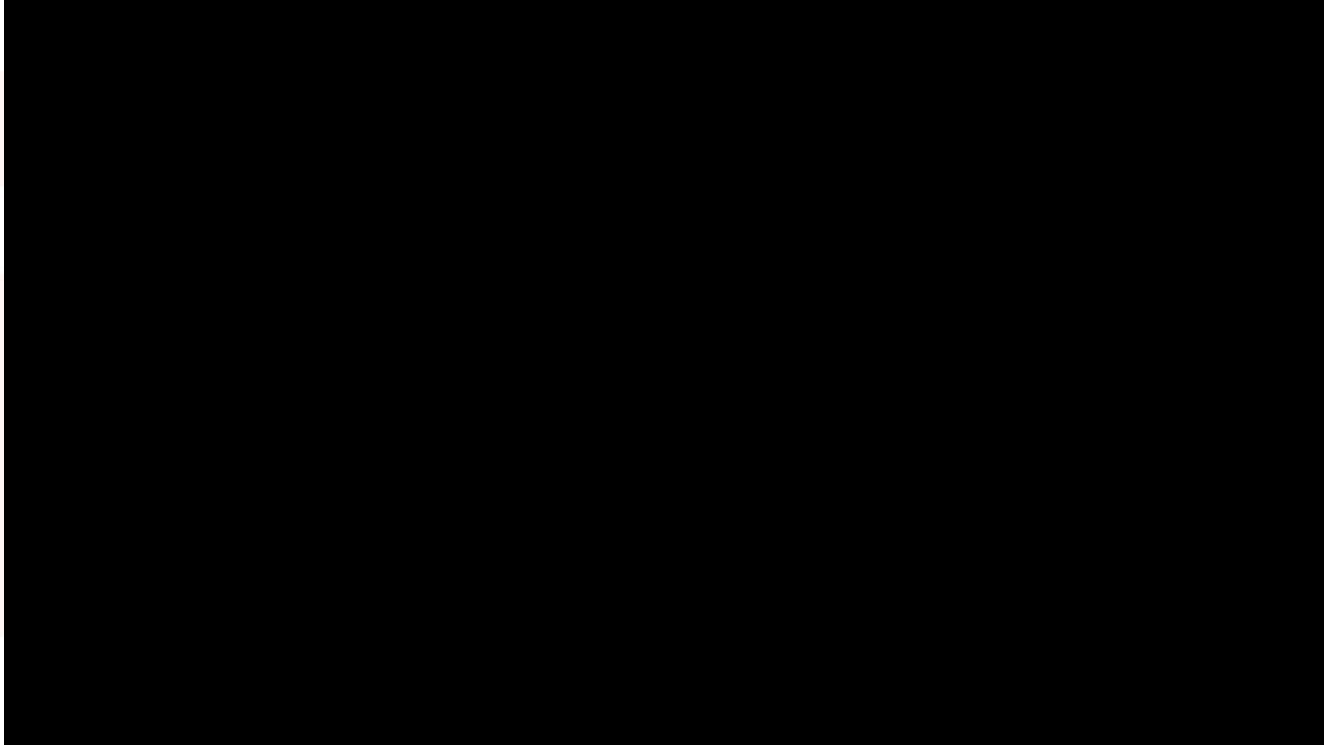
- **Develop executive-function skills**
 - Working Memory, Impulse Control, and Focusing Attention
- **Encourage growth mindset:** Your brain can get stronger and smarter with practice and effort
- **Play several times per week, K–3**

Lessons in Grades 4 and 5 also begin with an activity.



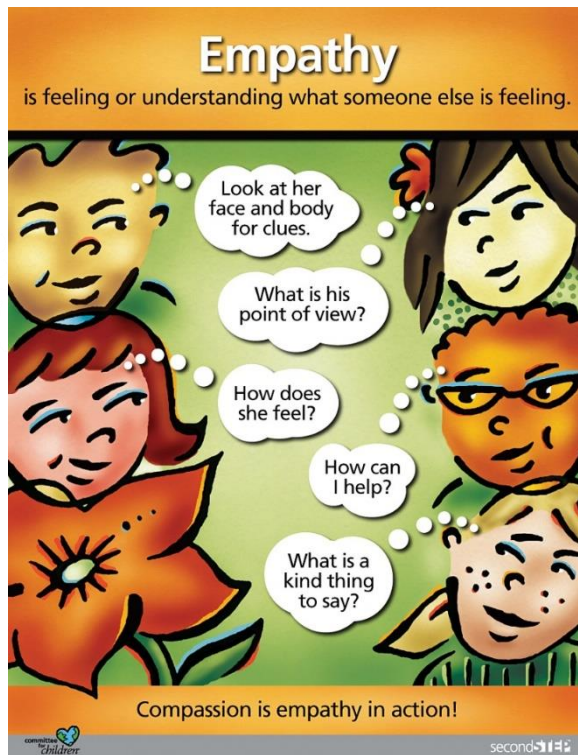
Follow Along Brain Builder Game

**second
step**[®]



Empathy

- Identifying and understanding feelings
- Respecting similarities and differences
- Showing care and compassion
- Conversation skills, joining groups, making friends

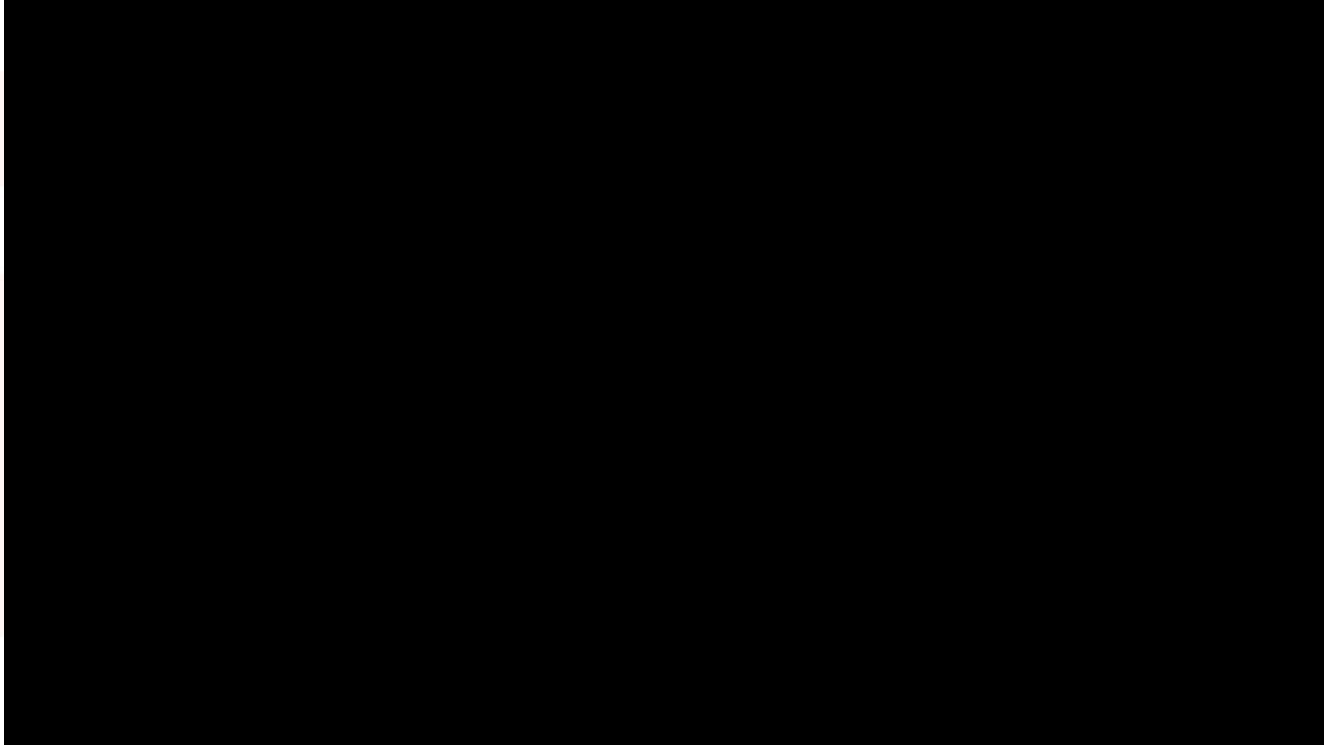


Emotion Management

- We feel feelings in our bodies
- Managing frustration and anger
- Calming down
- Managing accusations and disappointment
- Managing test anxiety

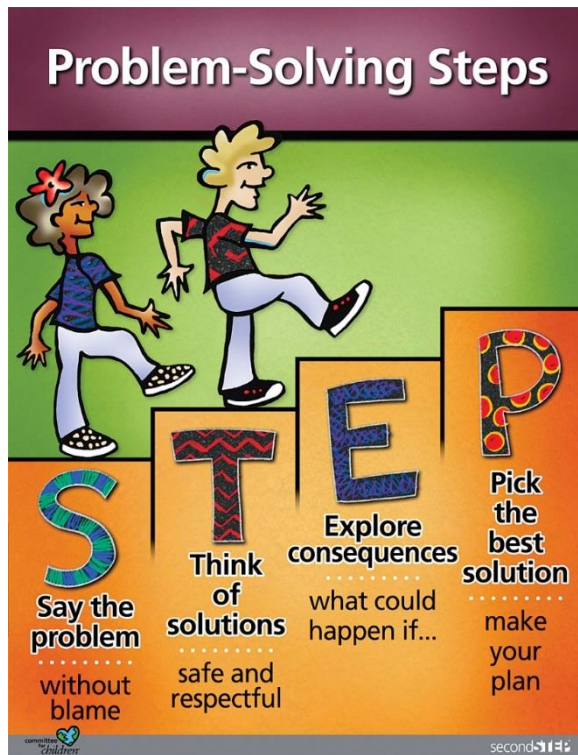


Belly Breathing Exercise



Problem Solving

- Solving problems
- Playing fairly
- Taking responsibility
- Solving classroom problems
- Seeking help when you need it



MIDDLE
SCHOOL
JUST
GOT
BETTER.



NEW Digital Middle School program



Middle School Program Topics



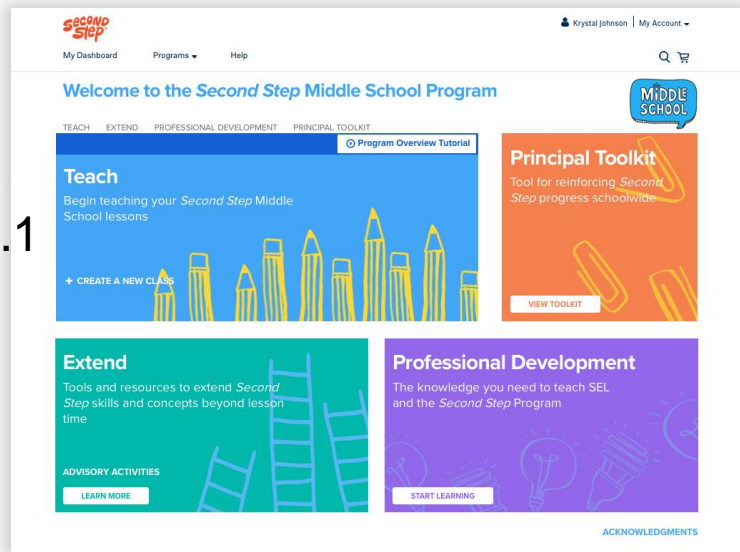
Social Emotional Learning

- Mindsets & Goals
- Values & Friendships
- Thoughts, Emotions & Decisions
- Serious Peer Conflicts

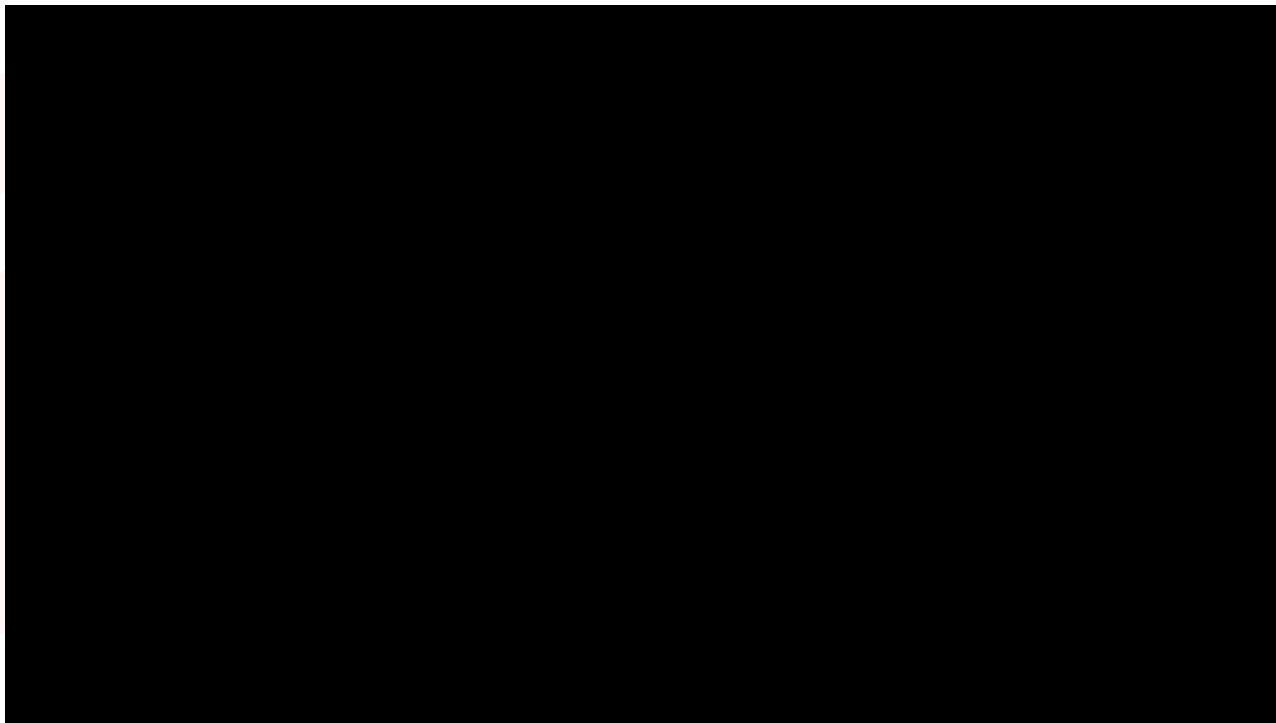
Domain I.1

Also:

- Advisory activities
- Principal Toolkit
- Family communications, on-demand tutorials, SEL rubrics, academic resources, and more



Middle School Product Tour



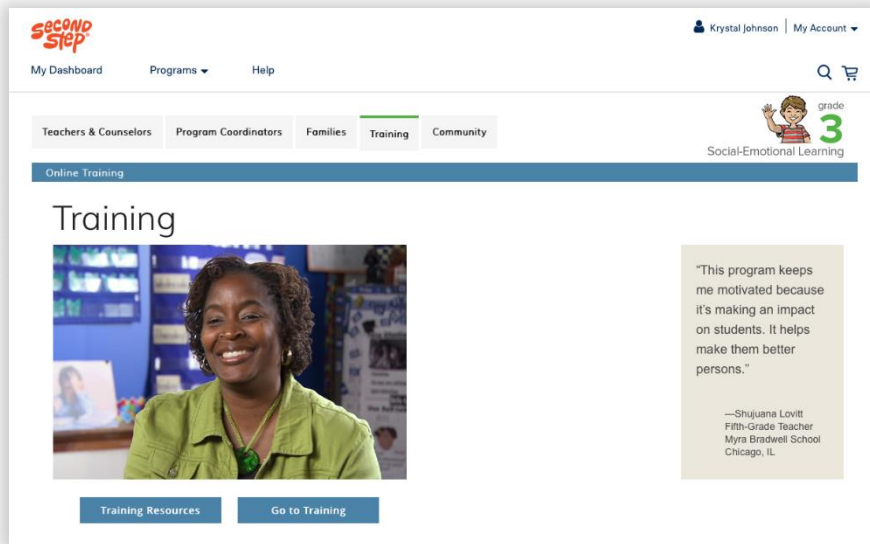
How do you teach Second Step successfully?

Professional Development

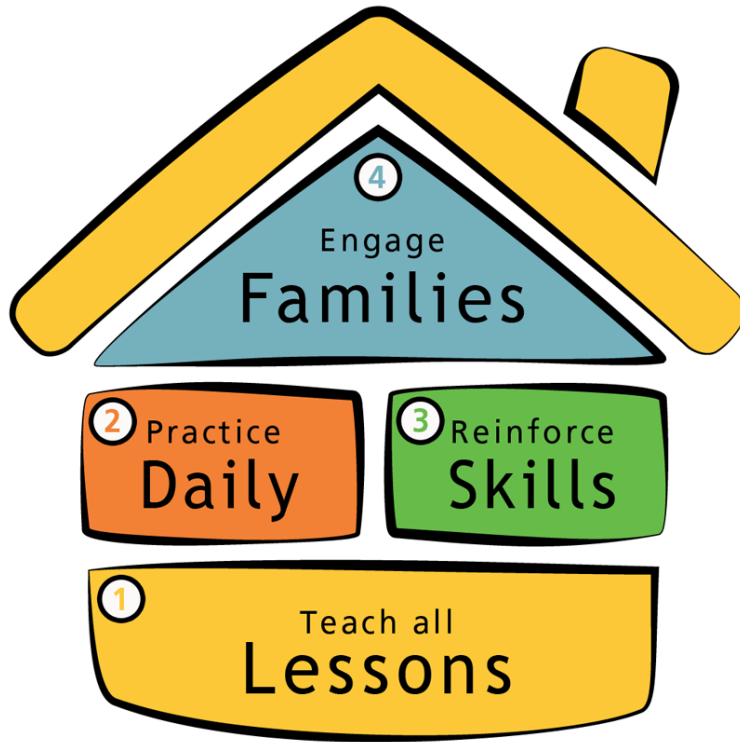


Training materials are available online at SecondStep.org and are included in the program.

- Early Learning Staff-Training Toolkit
- K–5 Online Interactive Training
- Middle School Professional Development with Training and Professional Learning
- Child Protection and Bullying Prevention Online training for all staff
- Ongoing consultation via phone and web-based meetings



Implement with Fidelity



Teaching EL-Grade 5 Lessons



- Fully scripted, explicit instructions
- Lesson planning notes included
- Engaging activities for Skill Practice
- Academic Integration Activities included

Lesson 8: Accepting Differences

Lesson Concepts

- Having empathy helps you understand and accept how others are the same as or different from you.
- Accepting and appreciating others' differences is respectful.

Key Words

Similar, different, accept, appreciate, individual

Objectives

Students will be able to:

- Name similarities and differences between people
- Predict how others will feel when teased for being different

Materials

- CD player and Sing and Step CD
- Lesson Card 7
- Lesson 8 Handout, one per student
- Following Through Card 8
- Empathy poster
- All Skills for Learning cards (as needed)
- Colored pencils for each student

Why This Lesson Matters

Practice in finding things they have in common with other students can help children develop empathy and avoid the stereotyping that can fuel teasing and other forms of bullying. Teasing is a very common and harmful form of bullying, and it is important for children to understand that it is wrong.

Teaching Notes

Discussing the topic of teasing may evoke strong feelings in students who have been victims of this form of bullying. Take care to acknowledge students' feelings as they arise. Alert the school counselor or psychologist if a particular student needs more specialized assistance.

Today's Brain Builder is similar to the Lesson 7 House Link activity.

Warm-Up
Introduction and Review

Have students sit. Show Lesson Card 7. Use the Wrap-Up to review. Today you'll learn about accepting people's differences.

Brain Builder: Common Ground

Have students stand, facing their partners. Let's play Common Ground. You and your partner will learn ways you're alike—or similar—and ways you're different. The space between you and your partner is your "common ground." When you jump to it, it means you've found something in common. Practice the step slowly. Remind students to use their Skills for Learning. Use skill one with the Skills for Learning cards. Let's play!

1. Read the question out loud.
2. Students show a thumbs-up or thumbs-down.
3. Partners with the same answer step together, then slap hands. Partners with different answers squat down.

Questions

Do you like: Eating fish? Studying science? Building model airplanes? Going on field trips? Climbing ropes?

Play a few rounds. Increase the challenge as desired (see Following Through Card 8). Raise your hand if you and your partner found several ways you're alike. Comment on the number of hands up. You found a lot of common ground! Think about the ways you are similar and different. Give thumbs-down. You'll need to remember them for today's skill practice.

Story and Discussion

Have students sit down. Let's learn about two students who find something they have in common and learn to accept their differences. Show the photos. Here are Yasaman and Olivia. Yasaman recently joined Olivia's third-grade class.

1. Look at the photo and think about ways that Olivia and Yasaman appear different. (Clothing, ethnicity.) Yasaman comes from Iran. She wears different clothing from Olivia. English is not her first language. Sometimes Olivia laughs when other students tease Yasaman for being different.
2. Why would some of the students laugh at Yasaman? (She's different. They don't understand how she acts. They don't consider how she feels.)

Yasaman Olivia

3. How do you think Yasaman feels when students tease and laugh at her? (Sad, hurt, embarrassed.) Teasing or laughing at someone because he or she is different is not respectful.
4. Look at the photo again and think about ways the girls are similar. Give thumbs-up. (Both are girls. Both are third graders. Both are doing art.)

Point to the photo. Olivia notices that Yasaman is really focused on her art project. Olivia also enjoys doing art. She's interested in learning how to make the designs Yasaman is making.

5. Think about how Olivia could get to know Yasaman better. Give thumbs-up. Turn and tell your partner your ideas. (Comment on her designs. Ask to learn how to draw the designs. Invite her to play at recess.)

Olivia decides to be assertive and comment on Yasaman's designs. Yasaman explains that they are traditional designs from Iran. She teaches Olivia how to make one. Later, they play together at recess. Yasaman and Olivia are becoming friends.

6. Think about what Olivia could say to the other students at school if they tease or laugh at Yasaman again. Give thumbs-up. Turn and tell your partner your ideas. (Teasing hurts people, and it's against the rules! People deserve to be treated with respect. Think about how you'd feel if we laughed at you!)

7. What can help Olivia and the other students feel or understand how Yasaman might be feeling? (Imagine being her. Remember when they were teased.) Point to the Empathy poster. Having empathy helps you understand things from someone else's perspective. This helps you accept and appreciate others' differences. Accepting people's differences is respectful.

Let's listen to "The Empathy Song." Show a thumbs-up each time you hear what "empathy" means.

Play the song.

Skill Practice

Today's activity will help you get to know your partner better. Knowing people better helps you accept and appreciate their differences.

Think about the ways you learned you and your partner were similar and different during today's Brain Builder. Think about something you'd like to learn from your partner. Like how Olivia wanted to learn how to make designs from Yasaman.

Have students sit with their Second Step partners. Distribute one copy of the Lesson 8 Handout plus colored pencils to each student. Read the directions out loud. Give students about ten minutes to complete the handout. When students are finished, have the class discuss their thoughts and feelings about the activity.

Show a thumbs-up if you learned something new about your partner. Comment on the number of thumbs up. The more you know someone, the more you can appreciate that person as an individual.

Wrap-Up

Today you learned about noticing similarities and accepting people's differences. Accepting differences shows respect. (respect.) What can help you understand another person's perspective? (Empathy.) Having empathy and showing respect help you get along with others.

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 8.



Go online to www.secondstep.org for lesson resources and videos.

secondstep

© 2011 Committee for Children

BROUGHT TO YOU BY



Teaching Grade 6-8 Lessons



This screenshot shows the 'THINK SHARE' lesson slide. The slide has a pink background with orange wavy patterns at the top and bottom. A yellow lightbulb icon is on the left. The text asks for the difference between minor and serious conflicts and for an example of a serious conflict. A button labeled 'Minor vs. Serious' is present. The top navigation bar includes 'Warm-Up', 'Video', 'Think, Turn, Tell', 'Activity', 'Discuss', 'Wrap-Up', and 'Done'. The bottom bar shows the 'second step' logo, the title 'Resolving Serious Conflicts', 'Grade 6, Lesson 22', and 'BACK' and 'NEXT' buttons. An 'OBJECTIVES' button is on the right.

THINK SHARE

What's the difference between a minor conflict and a serious conflict?

What's an example of a **serious** conflict that could happen here at school?

Minor vs. Serious

second step Resolving Serious Conflicts Grade 6, Lesson 22

BACK NEXT

OBJECTIVES

This screenshot shows the 'CLASS DISCUSSION' lesson slide. The slide has a green background with orange wavy patterns at the top and bottom. A yellow lightbulb icon is on the left. The text discusses people who enjoy conflict and asks for help resolving a situation. A button labeled 'CLASS DISCUSSION' is present. The top navigation bar includes 'Warm-Up', 'Video', 'Think, Turn, Tell', 'Activity', 'Discuss', 'Wrap-Up', and 'Done'. The bottom bar shows the 'second step' logo, the title 'Resolving Serious Conflicts', 'Grade 6, Lesson 22', and 'BACK' and 'NEXT' buttons. An 'OBJECTIVES' button is on the right.

CLASS DISCUSSION

There are some people who enjoy conflict.

If you get into a serious conflict with someone who doesn't want it to end, who can you go to for help resolving the situation?

second step Resolving Serious Conflicts Grade 6, Lesson 22

BACK NEXT

OBJECTIVES

Grade Level	Number of Lessons	Lesson Length One Each Week
Early Learning	28	5–7 minutes daily
K	25	20–25 minutes
1–5	22	35–40 minutes
6–8	26 plus nearly 200 advisory activities	25 minutes

Additional for K–5: 5 lessons in the Bullying Prevention Unit
Additional for EL–5: 6 lessons in the Child Protection Unit

Reinforcing Skills

- Following Through activities Day 2–5
- Take-Home Activities
- Reflective writing assessment
- Books
- Curriculum Connections

In Middle School:

- Nearly 200 advisory activities
- Principal resources
- ParenTeenConnect.org



Bullying Prevention and Child Protection Units

How Do the Units Work?



1 Register classroom notebooks



2 Complete the online training modules



3 Teach lessons to students



K-5 Bullying Prevention Unit



Bullying Prevention Online Training



- 1 Policies & Procedures for Administrators
- 2 Recognize, Respond, Report for ALL staff
- 3 How to teach the lessons and engage families

EL-5 Child Protection Unit



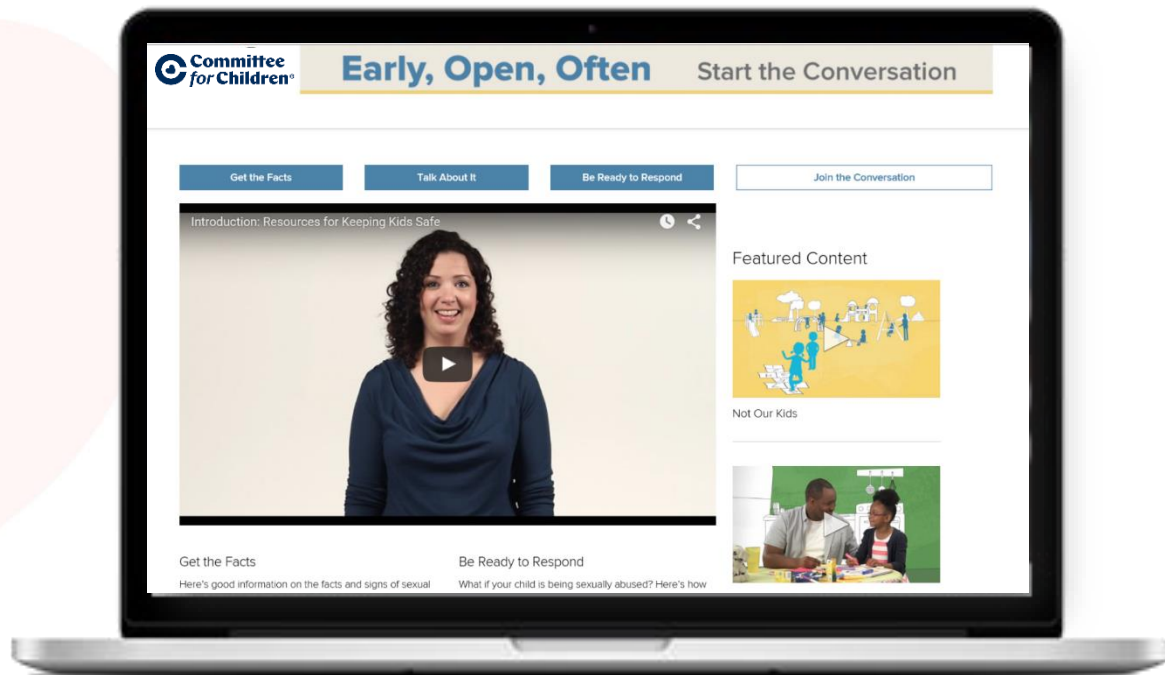
Child Protection Online Training



1 Leadership module: policies and procedures

2 Staff training module: recognize signs and behavior, respond, report

3 Teaching module: teach the lessons and engage families



Resources



What's on SecondStep.org?



1 Streaming media

2 Video examples & classroom demos

3 Spanish translations

4 Staff training resources

5 Teaching and implementation tools

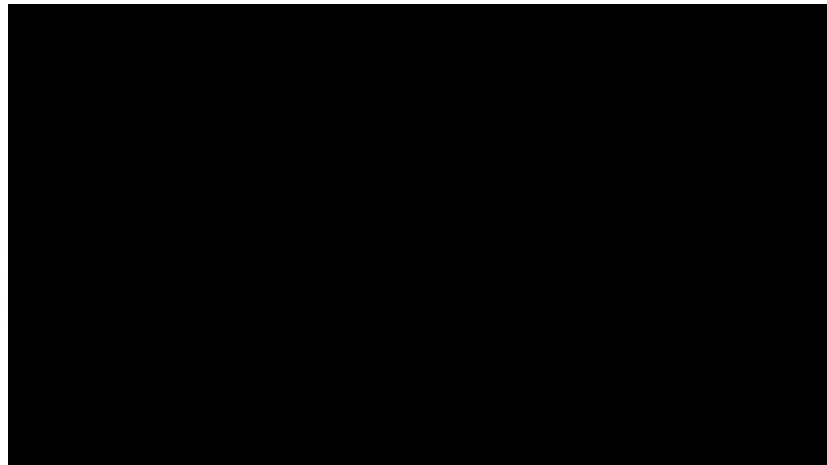
6 Family resources and engagement tools

Reinforcement Tools



Second Step K–5 Principal Toolkit

- Morning announcements
- School assembly scripts
- Staff meeting activities
- Conversation guides
- Digital tools and more!



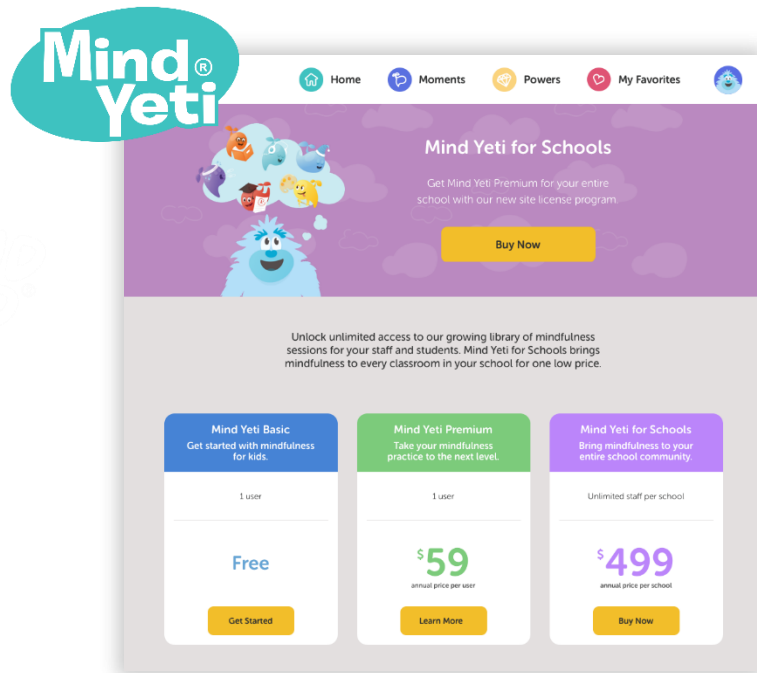
Additional Tools



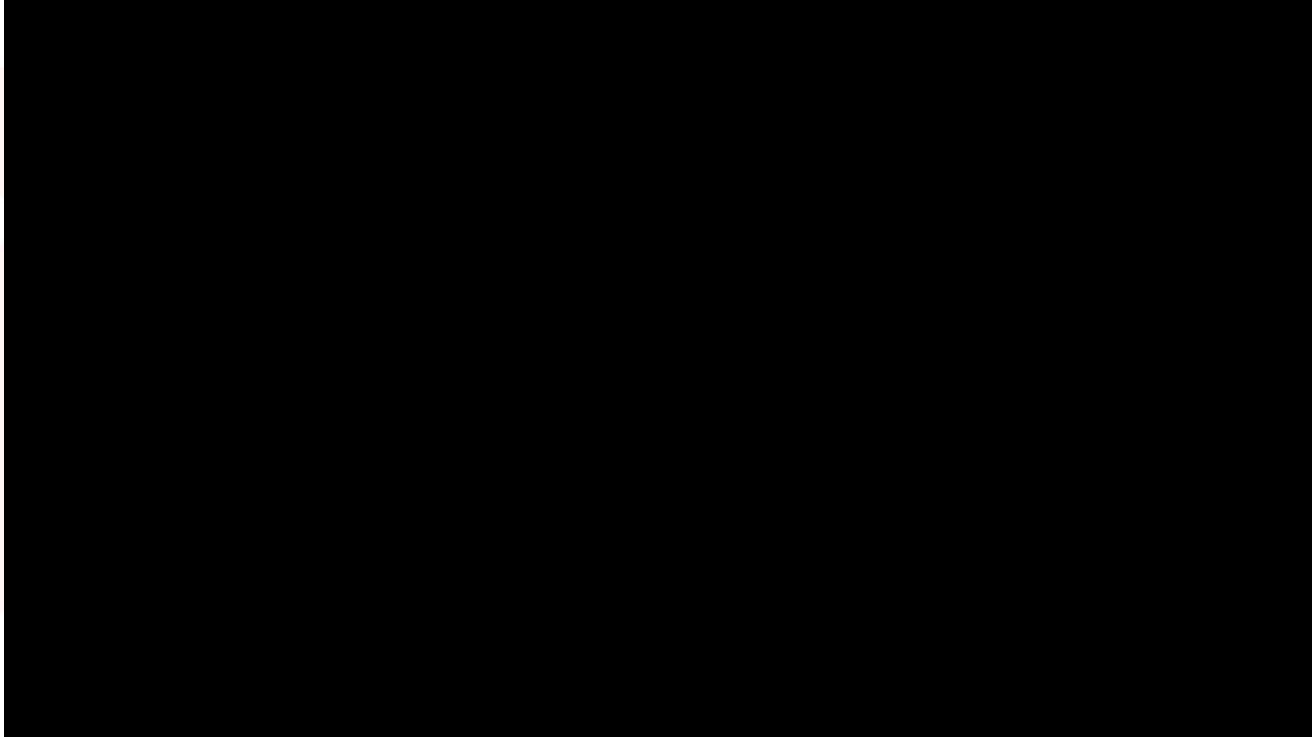
Mind Yeti: Classroom Mindfulness



- Guided mindfulness sessions to help kids calm down, focus attention, and get ready for what's coming next
- Short, daily sessions (5-6 minutes) help teachers manage their classrooms and boost their students' Second Step skills
- Free to sign up at **MindYeti.com!**



Empowering Educators





Questions? We're Here to Help!

CALL 800-634-4449

EMAIL support@secondstep.org

VISIT SecondStep.org



second
step®

Thank you!

BROUGHT TO YOU BY
 **Committee
for Children®**